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**Quiz Chapter 7: Emotion & Behavior**

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| **1.** **Beh 10**  (Points: 1) | |
|  | It seems that Joe refuses to get on task when Ms. Parker, his reading teacher, asks him to read out loud. In order to determine the purpose of this behavior, it is important to conduct:     1. Instructional Accommodations  2. Behavioral Screening  3. Functional Behavior Assessment  4. Behavioral Support Program |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',0)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **2.** **Beh6**  (Points: 1) | |
|  | Nicholas is a 15th year old student, although he is in the honor roll, he has been suspended for aggressive behavior. Classmates say he threw his desk against the window when the teacher told him he had to redo his work. Nicholas is likely to be considered:     1. having behavioral disorders.  2. Schizophrenic  3. As being depressed.  4. as having a tantrum or outburst. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',1)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **3.** **beh7**  (Points: 1) | |
|  | It is not uncommon for adolescents to have image problems and serious disorders such as bulimia. This is an example of:     1. Noncompliance  2. Coercive behaviors  3. Internalizing behaviors  4. Externalizing behaviors |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',2)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **4.** **Beh8**  (Points: 1) | |
|  | In a school where they embrace a Positive Behavior Support Program, the emphasis is on:     1. the adherence to school rules and reinforcing students that follow them.  2. Buddy systems that match or team up students  3. Academic excellence, particularly in Math.  4. Early intervention; identifying early those students who seem to have emotional problems. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',3)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **5.** **Beh1**  (Points: 1) | |
|  | Sony will be attending a social skills class. This is stated in his IEP as a mean to improve his:     1. anxiety disorders  2. Hyperactivity and attention deficit  3. Academic performance  4. personal relationships |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',4)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **6.** **Beh2**  (Points: 1) | |
|  | Mr. Dikes is a community leader and he is going to Congress to ask for funds for a program to work with children who are at risk due to their community environment because these could likely:     1. suffer from multiple severe disabilities and or traumatic brain injury.  2. Result in negative long term outcomes such as criminality.  3. Run away from home at a young age.  4. Leave the country and start a new life. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',5)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **7.** **Beh 3**  (Points: 1) | |
|  | I will be the teacher in a classroom with children diagnosed as having behavior disorders. To be an effective teacher I must remember to:     1. raise my voice so they can hear above their talking.  2. Keep them on their toes by using a quick pace of instruction.  3. Always keep them busy with multiple tasks.  4. Give one directive at a time. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',6)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **8.** **Beh5**  (Points: 1) | |
|  | Last week Tracy started screaming and swinging her pencil at others when her classmate took the paper from her when the bell rang. My first reaction and the best one was to:     1. scream "sit down" at her so she could listen and calm down.  2. remain calm and use a steady and firm tone.  3. Ran out of the classroom and ask for her.  4. Ask students to help me restrain her so I could take the pencil off her hand. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',7)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **9.** **Beh 4**  (Points: 1) | |
|  | One basic step in improving your classroom management skills is to:     1. remove all reinforcers and limit praise.  2. Have students work individually so that they will not get into arguments.  3. Modify consequences for each child, after all we are all different.  4. Provide students with clear expectations and consequences. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',8)) https://webcourses.ucf.edu/webct/images/shim.gif |
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| **10.** **beh 11**  (Points: 1) | |
|  | When working with students with behavior problems it is important to involve the parents because:     1. they must approve the classroom rules before these could be implemented.  2. There is a need for consistency between home and school.  3. Parents can use physical force with their kids while teachers can't.  4. They must sign consent to restrain their kids. |
|  | [Save Answer](javascript:saveAnswer('saveResponse.dowebct',9)) https://webcourses.ucf.edu/webct/images/shim.gif |
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